



نموذج تعلم اللغة العربية الرقمي: حل تحويلي لأزمة تحفيز الطلاب والجدل الدائر حول فقدان الهوية الثقافية

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Abstract: This study examines the digital Arabic language learning model as a transformative solution to the motivational crisis and controversy surrounding student deculturation at MAN 1 Malang. The study aims to analyze the implementation of digital learning, identify its impact on student motivation, and examine cultural integration as a strategy to prevent deculturation. The study used a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation, then analyzed through data reduction, data presentation, and drawing and verifying conclusions. The results of the study show three main findings. First, interactive and varied digital media increase student attention, enthusiasm, and engagement. Second, there is a pedagogical gap because technology has not been fully integrated with communicative and student-centered learning. Third, the integration of language and culture through contextual digital content can prevent deculturation. The study concludes that digital Arabic language learning becomes transformative when technology, pedagogy, motivation, communication, and culture are simultaneously integrated within the learning ecosystem. These findings emphasize the importance of teacher digital competence and the curation of culture-based learning resources.

الملخص: تتناول هذه الدراسة نموذج التعلم الرقمي للغة العربية كحل تحويلي لأزمة التحفيز والجدل الدائر حول فقدان الطلاب لانتمائهم الثقافي في مدرسة MAN 1 مالانج. وتهدف الدراسة إلى تحليل تطبيق التعلم الرقمي، وتحديد تأثيره على تحفيز الطلاب، ودراسة الاندماج الثقافي كاستراتيجية لمنع فقدان الانتماء الثقافي. وقد استخدمت الدراسة نهجاً نوعياً بتصميم دراسة حالة. تم جمع البيانات من خلال الملاحظة والمقابلات والتوثيق، ثم تم تحليلها من خلال تقليص البيانات وعرضها واستخلاص الاستنتاجات والتحقق منها. أظهرت نتائج الدراسة ثلاث استنتاجات رئيسية. أولاً، تساهم الوسائط الرقمية التفاعلية والمتنوعة في زيادة انتباه الطلاب وحماستهم ومشاركتهم. ثانياً، توجد فجوة تربوية لأن التكنولوجيا لم يتم دمجها بالكامل مع التعلم التواصلي والمتمحور حول الطالب. ثالثاً، يمكن لدمج اللغة والثقافة من خلال المحتوى الرقمي السياقي أن يمنع فقدان الهوية الثقافية. وتخلص الدراسة إلى أن تعلم اللغة العربية رقمياً يصبح تحويلياً عندما يتم دمج التكنولوجيا والتربية والتحفيز والتواصل والثقافة في آن واحد ضمن النظام البيئي للتعلم. وتؤكد هذه النتائج على أهمية الكفاءة الرقمية للمعلمين وتنظيم موارد التعلم القائمة على الثقافة.

INTRODUCTION

Digital transformation has changed the way students acquire information, communicate, and build learning experiences. Therefore, Arabic language education is required to move from conventional learning to more adaptive, interactive, and contextual learning (Siregar, 2025; Zizikova et al., 2023). This issue is crucial for society because Arabic functions not only as an academic object but also as a means of communication, Islamic literacy, and cultural awareness. Technology integration has the potential to increase engagement and motivation through multimedia, gamification, learning platforms, and artificial intelligence (Kassenkhan et al., 2025). Utilizing a Learning Management System can be used to increase motivation to learn Arabic, while recent research demonstrates the effectiveness of digital platforms in increasing motivation and learning outcomes (Fadhil Izzan JM et al., 2025). Therefore, the digitalization of Arabic language learning is crucial to develop as a transformative strategy that maintains pedagogical and cultural dimensions.

Although technology offers significant opportunities, Arabic language learning practices still face challenges such as low engagement, motivation, and relevance to students' digital lives (Fitrianto Ibnu, 2024). Learning that focuses too much on memorizing vocabulary, rules, and written exercises can potentially lead to Arabic being perceived as a difficult, monotonous subject, and far removed from students' daily experiences (Safroodin et al., 2024). This phenomenon is further complicated when technology is used solely as a tool for presenting material, rather than as part of a pedagogical design that enables interaction, creativity, collaboration, and authentic communication. Digital media in the form of visuals, interactive animations, and digital quizzes can attract students' attention and increase their motivation in learning Arabic (Faiqoh et al., 2025). However, digitalization also presents new problems when Arabic content is consumed without social and cultural context, putting the learning process at risk of deculturation.

Numerous studies have demonstrated the potential of technology to improve the quality of Arabic language learning, but most focus on the effectiveness of the media or improving learning outcomes. (Ismail et al., 2023) examined the use of Learning Management Systems to improve motivation and Arabic speaking skills. Raja & Napitupulu (2025) examined the use of social media on writing skills, vocabulary mastery, and learning motivation. Maryam, Sutaman, and Huda examined student motivation and satisfaction in accessing Arabic content through Instagram. Meanwhile, Halik & Herlin (2020) found that Quipper School was able to improve motivation and learning outcomes in Arabic. However, these studies tend to examine media partially and have not yet integratively explained how digital learning models can simultaneously address the motivational crisis and maintain the connection between language and culture.

This gap indicates the need for a paradigm shift from simply using digital media to developing a digital Arabic language learning model that is transformative, integrative, and culturally oriented. The state of the art in this research lies in its efforts to connect three dimensions that are often studied separately: digital technology, learning motivation, and the sustainability of the Arabic language cultural context. Recent systematic reviews of technology integration in Arabic language curricula indicate that AI, gamification, and Learning Management Systems can enhance engagement and self-directed learning, but issues of teacher readiness, infrastructure, the digital divide, and the maintenance of linguistic and

cultural identity still require attention. Even studies of Arabic language students' digital literacy indicate that digital learning plays a role in the construction of cultural identity. Therefore, this research is crucial for formulating a digital model that is not only technologically appealing but also rooted in the Arabic language cultural context.

Based on these conditions, the main question of this research is no longer simply whether digital technology can be used in Arabic language learning, but rather how such technology can be designed into a learning model that can address motivational issues while avoiding deculturation. The research questions are directed at several fundamental issues: what are the characteristics of digital Arabic language learning that are relevant to the needs of today's learners? How can technology integration enhance motivation, engagement, and the experience of learning Arabic? How can Arabic cultural elements and socio-religious contexts be maintained in digital learning environments? What is the relationship between digital innovation and the meaningfulness of Arabic language learning for learners? These questions are important because previous research has mostly proven the effectiveness of certain media, while the relationship between digital transformation, motivation, and cultural sustainability has not yet been formulated in a comprehensive model.

This study argues that the motivational crisis in Arabic language learning cannot be solved simply by adding apps, videos, gamification, or artificial intelligence to the classroom, but requires a digital learning model that simultaneously integrates technology, pedagogy, communicative interaction, and cultural context. The research's originality lies in the conceptualization of digital Arabic language learning as a pedagogical ecosystem that makes technology not merely an instrument but a space for building motivation, authentic learning experiences, communication, and cultural meaning. This argument is supported by research showing that technology can enhance motivation, while other studies emphasize the importance of cultural identity in digital transformation. Therefore, this research is expected to contribute to producing a digital Arabic language learning model that is innovative, learner-oriented, responsive to technological developments, and maintains the continuity of language and culture as the foundation of learning.

RESEARCH METHOD

This research was conducted at MAN 1 Malang, with the unit of analysis being digital Arabic language learning practices that take place within the context of formal madrasah learning. The case study focused on the process of integrating digital technology into Arabic language learning, particularly in relation to student learning motivation and the maintenance of the cultural dimension of Arabic. The study employed a qualitative design with a case study approach, as it seeks to understand phenomena in depth based on the natural context in which learning takes place. The case study approach allows researchers to explore teacher and student experiences, forms of technology utilization, learning interaction patterns, and student responses to digital learning. The case studied is understood as a unified system involving teachers, students, digital media, learning materials, the madrasah environment, and the cultural context. With this design, the research is expected to yield a comprehensive understanding of digital Arabic language learning models.

Research information sources were selected using purposive sampling based

on their involvement and relevance to the phenomenon of digital Arabic language learning at MAN 1 Malang. Primary informants consisted of Arabic language teachers with experience in designing and implementing digital technology-based learning and students who participated in Arabic language learning using digital media. Supporting informants included the vice principal of the madrasah for curriculum and other parties with information on policies and implementation of digital learning. Informant selection took into account experience, intensity of involvement, ability to provide information, and willingness to participate in the research. Data obtained from various informants were used to obtain diverse perspectives on learning motivation, technology use, learning experiences, and the presence of cultural elements in Arabic language materials. The diversity of information sources was also used to strengthen credibility through source triangulation.

Research data was collected through semi-structured interviews, observation, and documentation. Interviews were conducted with teachers, students, and supporting informants to obtain information regarding experiences, perceptions, strategies, obstacles, and responses to digital Arabic language learning. Observations were used to directly observe the learning process, forms of teacher-student interaction, the use of digital media, the level of student engagement, and the use of cultural elements in learning. Documentation included modules, digital teaching materials, learning media, student assignments, and other supporting documents. Data analysis was conducted interactively through three stages: data reduction, data presentation (display), and drawing and verifying conclusions. Relevant data were categorized based on the research theme, then presented in narrative and matrix form to identify patterns (Fasyiransyah et al., 2025). Furthermore, findings were verified through comparisons between sources and techniques to obtain credible interpretations.

RESULT AND DISCUSSION

Result

Digitalization of Learning and Increasing Student Motivation

The digitalization of learning in this study is operationally defined as the use of digital devices, platforms, and media by teachers in the Arabic language learning process to deliver material, provide exercises, build interactions, and obtain learning feedback. Based on field findings at MAN 1 Malang, digitalization is not only evident in the use of technological devices, but primarily in changes in student learning activities, which have become more interactive and varied. Teachers utilize presentation media, videos, digital quizzes, and online learning resources as part of learning activities. This condition provides space for students to be more actively involved compared to learning that only relies on teacher explanations and textbooks. Thus, the increase in motivation in this study is characterized by students' attention, participation, enthusiasm, and willingness to participate in Arabic language learning activities.

Interviews with Arabic language teachers revealed that the use of digital media was seen as changing student responses during the learning process. One teacher explained, "When learning uses videos or digital quizzes, students seem to pay more attention because they feel the learning is different from usual." This statement was reinforced by another teacher informant who said, "If only explaining material from a textbook, some students quickly lose attention, but when there are

quizzes or activities using digital media, they are more enthusiastic to follow through to the end." Both statements indicate that media variety is a factor influencing student attention. The researcher's interpretation suggests that digitalization creates more diverse learning stimuli, thereby reducing boredom. Motivation does not arise solely because of technology, but because technology is used to change learning activity patterns to be more active and participatory.

Student perspectives also showed a similar trend. One student said, "I prefer it when Arabic lessons use digital media because I don't just listen to explanations, but I can watch videos and answer questions directly." Another student stated, "If there's a digital quiz, I'm more interested in participating because I can immediately see if my answer is right or wrong." These statements indicate that students perceive digital learning as a more responsive learning experience. The researchers' interpretations suggest that direct feedback and opportunities for participation are important elements in building motivation. Students no longer act as mere recipients of information, but also have the opportunity to respond to the material, test their understanding, and learn about their learning outcomes. This situation demonstrates a shift from passive learning to more interactive learning.

Observations of the learning process indicate that students respond more actively when teachers integrate digital media into the learning process. When visual media, videos, and quizzes are used, students' attention appears more focused, interaction between students increases, and more students attempt to answer questions posed by the teacher. Learning activities also become more varied because students not only listen to explanations but also view the material, respond to questions, discuss, and complete exercises. Conversely, when activities involve one-way explanations, some students show lower attention. These observational data reinforce the interview findings that digitalization is associated with changes in student engagement patterns. Thus, the main findings indicate that the use of interactively designed digital media can create a more dynamic learning environment and boost student motivation.

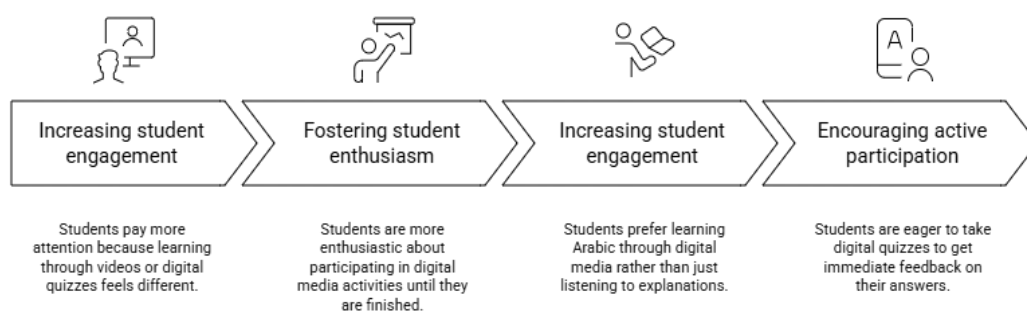


Figure 1. The Influence of Digitalization on Student Learning Motivation

The figure shows a consistent pattern between the use of digital technology and increased student engagement in Arabic learning. Teacher informants emphasized changes in attention and enthusiasm, while student informants highlighted a more enjoyable learning experience and the opportunity to receive direct feedback. These differing perspectives actually demonstrate that the influence of digitalization occurs across multiple motivational dimensions. From the teacher's perspective, technology helps reduce boredom and increase classroom focus; from the student's perspective, technology provides a more active and

responsive learning experience. Researchers interpret that digital media functions as a trigger for engagement when its use is accompanied by activities that enable students to take action on the material. Therefore, the determining factor is not the mere presence of technology, but rather the design of the interactions built through it.

The data pattern indicates that motivation increases occur through three interrelated stages. First, a variety of digital media attracts students' attention and reduces the monotony of learning. Second, interactive activities such as quizzes, videos, and digital exercises encourage students to respond directly, increasing their engagement. Third, the rapid feedback provided strengthens students' desire to continue learning activities. This pattern is consistent across interviews and observations. Therefore, the digitalization of learning at MAN 1 Malang does not exhibit an automatic motivational influence, but rather through the mechanisms of interactivity, activity variety, and feedback. These findings demonstrate that technology becomes meaningful when positioned as part of a learning strategy that provides opportunities for students to see, respond, try, and gain direct learning experiences.

Pedagogical Gaps In Digital Learning Implementation

The pedagogical gap in this study is operationally defined as an imbalance between the availability and use of digital technology and teachers' ability to integrate it into pedagogical strategies for Arabic language learning. Observations at MAN 1 Malang revealed that technology has been used in the learning process, but its utilization has not completely transformed learning patterns to be more constructive, communicative, and student-centered. The use of digital devices is still seen predominantly in presenting material, providing examples, and practicing, while its use to create collaborative activities, authentic communication, independent exploration, and language production is still limited. These findings indicate that the presence of technology has not automatically resulted in pedagogical transformation. The gap is particularly evident in the relationship between technology, learning methods, activity creativity, and the Arabic language competency goals to be achieved.

Table 1. Results of Observations of Pedagogical Gaps in Digital Learning

Observed Aspects	Observation Results	Ideal Conditions	Gap Indicator
Use of digital media	Digital media is used primarily to display materials and exercises.	Technology is used to create interactive learning experiences	Technology still functions as a tool to help deliver material
Learning interactions	Interaction is still dominated by teachers when explaining digital material	Students actively discuss, collaborate, and communicate	Learning is not yet fully student-centered
Language activities	Digital activities mostly consist of reading, viewing materials, and answering exercises.	Technology is used to develop kalam, istima', qira'ah, and kitabah in an integrated manner	Productive and communicative activities are still limited
Pedagogical creativity	Digital media is used with relatively similar activity patterns	Teachers vary methods, media, and forms of assignments	The variation of digital learning designs is not yet optimal
Feedback	Feedback is given after a specific activity or exercise.	Feedback is fast, personal, and ongoing.	The use of technology for formative assessment is not yet optimal
Utilization of	Digital sources are used	Digital resources are	Technology has not

digital resources	as additional materials.	selected, curated, and developed into learning experiences.	yet fully become a source of contextual learning
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The data in the table indicates that the main gap lies not in the presence or absence of technology, but in how it is positioned within the pedagogical process. Observations show that digital devices and media are present in learning, but some of their use still follows conventional learning patterns. Teachers use technology to facilitate the presentation of material, while students are not always given sufficient space to use technology as a means of creating, communicating, collaborating, and exploring Arabic. This situation indicates that digitalization at the device level has progressed faster than transformation at the pedagogical level. In other words, learning has become more digital technically, but has not yet fully transformed methodologically. The researchers' interpretation suggests that this gap is a crucial factor in determining the extent to which digitalization can produce truly transformative Arabic language learning.

The data patterns indicate three interrelated gaps. First, there is a gap between technology and pedagogy, characterized by the use of digital media that has not always been accompanied by changes in learning strategies. Second, there is a gap between technology and communicative activities, as some activities are still oriented towards receiving information and practicing, rather than authentic language production. Third, there is a gap between technology and assessment, as technology's ability to provide feedback and monitor learning progress has not been optimally utilized. These three patterns indicate that the primary problem is not technological limitations, but rather the suboptimal integration of technology with learning objectives, methods, activities, and evaluation. Therefore, the implementation of digital learning requires changes in pedagogical design so that technology can shift learning from simply delivering material to an active, communicative, and student-centered learning experience.

Cultural Integration As A Strategy To Prevent Deculturation

Cultural integration in this study is operationally defined as an effort to incorporate cultural elements, social context, values, customs, and authentic Arabic language use into digital-based learning. Based on field findings at MAN 1 Malang, cultural integration is not only carried out through the delivery of information about Arab society, but also through the selection of digital materials that demonstrate the relationship between language forms and the context in which they are used. The findings indicate several important elements, namely the use of contextual digital content, linking vocabulary to cultural situations, utilizing authentic materials, providing explanations regarding the context in which expressions are used, and teacher guidance regarding the digital resources used by students. This pattern indicates that technology can be a space to expand linguistic experiences while maintaining cultural dimensions. Thus, cultural integration is positioned as a pedagogical mechanism to prevent Arabic language learning from becoming detached from its cultural context.

Observations indicate that cultural integration is most evident when teachers go beyond simply presenting vocabulary or language structures through digital media, but also provide context for their use. Videos, images, texts, and digital resources are used to demonstrate communication situations relevant to Arab society. In several activities, teachers provide additional explanations regarding the meaning of expressions, communication habits, and the different contexts in which

language is used. Observations also indicate that teachers select digital resources to ensure the material remains relevant to the learning objectives. The researchers' interpretations indicate that this process creates a connection between the language being studied and the culture behind it. Thus, technology serves not only as a source of linguistic information but also as a medium for presenting cultural experiences in a more concrete, visual, contextual, and accessible way for students.

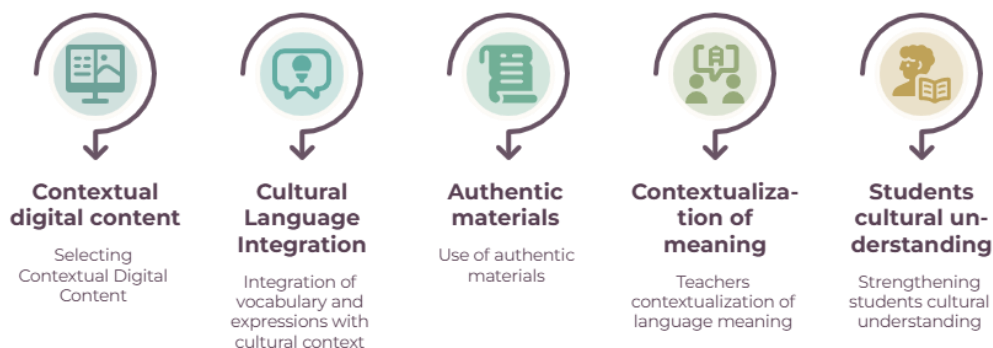


Figure 2. Model of Findings of Cultural Integration as a Strategy for Preventing Deculturation

This model explains that preventing deculturation does not occur directly through the use of technology. The process begins with contextualized digital content, then leads to the integration of language and culture. This integration results in authentic learning experiences that enable students to understand language in the context of its use. Furthermore, these experiences build an understanding of the cultural context, which ultimately serves as a mechanism for preventing deculturation. The teacher's position is to control the quality of the process through three main functions: content curation, material contextualization, and facilitation of reflection. This means that technology provides the learning space and resources, while the teacher ensures that these resources maintain linguistic, pedagogical, and cultural relevance. This model emphasizes that transformative digital learning requires a balance between technological innovation and cultural sustainability.

Overall, the data shows that culturally integrated digital learning has three main functions. First, cultural integration helps students understand that language does not stand alone but is used in specific social and cultural situations. Second, cultural context helps students understand the meaning of expressions and language usage more precisely, so that learning does not stop at memorizing linguistic forms. Third, cultural integration ensures that the use of technology does not lead to Arabic language learning being solely oriented towards technical language skills without an understanding of the social context. A restatement of these findings suggests that the more contextual the digital materials used, the greater the opportunity for students to connect language with culture. Therefore, preventing deculturation in digital learning is not achieved by reducing technology use, but by ensuring that technology brings cultural context into students' learning experiences.

The data patterns demonstrate a sequential relationship between digital content selection, language contextualization, authentic learning experiences, and cultural understanding. Digital content serves as the starting point because the quality and context of the source determine the experience students receive. The

teacher then acts as a liaison through the process of curating, explaining, and contextualizing the material. When language is learned through situations that mimic authentic use, students have the opportunity to understand the relationship between expression, meaning, and culture. This pattern, in turn, leads to a more comprehensive cultural understanding and reduces the likelihood of deculturation. These findings also demonstrate that technology is not a direct cause of deculturation or cultural preservation. Its impact depends on how teachers select, process, and integrate digital content. Thus, cultural integration is a crucial component in building transformative digital Arabic language learning.

DISCUSSION

Digitalization of Learning and Increasing Student Motivation

The research findings indicate that digitizing Arabic language learning can increase student attention, enthusiasm, and engagement when technology is used through interactive activities. These findings align with research by Dariyadi, Ahsanuddin, Kholisin, & Fauzan (2024), which demonstrated that utilizing a Learning Management System can support Arabic language motivation and learning. These findings also align with research on the use of digital and social media, which demonstrates the potential for technology to increase student engagement in Arabic language learning (Susiawati et al., 2025). However, this study emphasizes this differently, as increased motivation is not understood as a direct result of technology use, but rather as a result of changes in learning interaction patterns. Videos, quizzes, and digital media are effective when they enable students to participate, receive feedback, and experience learning more actively. Thus, the research findings reinforce the view that digitization needs to be positioned as a pedagogical strategy.

Theoretically, these findings contribute to the understanding that digital Arabic language learning models need to integrate technology with active, student-centered learning principles (Lazuardi & Syarif Muhammad Syaheed, 2024). Technology should not be understood as an add-on tool, but as an environment that can shape the learning experience, enhance interaction, and strengthen motivation (Zhang & Miao, 2025). Practically, these findings provide implications for Arabic language teachers to choose media based on pedagogical objectives, rather than on the popularity of the application. Teachers need to design digital activities that enable students to interact with the material, collaborate, provide responses, and receive feedback (McKnight et al., 2016). For madrasahs, these findings demonstrate the importance of supporting teachers' digital competence and providing learning infrastructure. The research's primary contribution lies in confirming that digital transformation is effective when technology, pedagogy, interaction, and motivation are designed as a unified learning environment.

Pedagogical Gaps In Digital Learning Implementation

The research findings regarding the pedagogical gap align with the study by Revuelta-Domínguez and colleagues, who positioned digital teaching competency as a multidimensional issue encompassing the ability to integrate technology into learning practices, not simply the ability to operate devices (Morales et al., 2026). These findings also align with a study on Arabic language teachers' TPACK, which emphasized that technology integration requires an integration of technological, pedagogical, and content knowledge (Hasan Abidin, 2025). The difference is that the research at MAN 1 Malang concretely demonstrates this gap in classroom practice, particularly when technology is still used as a tool for presenting material. These

findings reinforce that digitalization is not synonymous with pedagogical transformation. Technology can be present in learning without producing fundamental changes if teachers have not developed activity designs that position students as the primary actors in the learning process.

Theoretically, these findings broaden the understanding that the success of digital Arabic language learning is determined by the integration of technology, pedagogy, content, communicative activities, and assessment (Sapawi & Yusoff, 2025). These findings imply that digital learning frameworks should not be solely oriented toward teachers' technical competencies but should prioritize the ability to design learning experiences as a core competency (Falloon, 2020). Practically, teachers need to develop digital activities that encourage language production, collaboration, communication, exploration, and continuous feedback (Son et al., 2024). This aligns with research showing that teachers' digital competencies vary and that competency development requires training support and an institutional environment. The contribution of this research lies in affirming that pedagogical gaps are a critical juncture in the transformation of digital Arabic language learning, so model development must begin with the integration of technology with pedagogical needs, rather than simply adding digital tools.

Cultural Integration As A Strategy To Prevent Deculturation

The research findings indicate that cultural integration in digital Arabic language learning serves as a mechanism for maintaining the relationship between language and its social context. This finding aligns with studies that position digital literacy not only as the ability to use technology but also as a link to the construction of identity and cultural understanding in Arabic language learning. The results also reinforce the view that technology can expand students' access to authentic sources and linguistic experiences previously difficult to obtain in the classroom (Sidqi et al., 2025). However, this study demonstrates a different emphasis because cultural issues are explicitly placed within the digital learning design. Technology is not viewed as a factor that automatically causes deculturation, but as a space that can strengthen or weaken the cultural context depending on the teacher's curation and contextualization processes. Thus, the findings broaden the orientation of digitalization from mere effectiveness to cultural meaningfulness.

Theoretically, these findings contribute by positioning cultural integration as a crucial component of digital Arabic language learning models, rather than as stand-alone supplementary material (Abdullah et al., 2026). These findings suggest that digital transformation requires connecting technology, pedagogy, language, and culture within a single learning ecosystem (Zhong, 2025). Practically, teachers need to be able to curate digital resources, select authentic materials, explain the context of language use, and guide students in reflecting on cultural differences. Madrasahs also need to support the development of digital teaching materials that are not only visually appealing but also possess linguistic and cultural relevance (Domogen, 2023). The main contribution of this research lies in the formulation that cultural integration is a preventive strategy against deculturation in digital Arabic language learning. Thus, the developed digital model not only pursues motivation and language competence but also maintains the continuity of Arabic identity and cultural context.

CONCLUSION

This study concludes that the digital Arabic language learning model at MAN 1 Malang has transformative potential in addressing the issue of learning motivation as well as the challenge of deculturation. The first finding indicates that the use of interactive, varied, and feedback-enabled digital media can increase students' attention, enthusiasm, and engagement in Arabic language learning. The second finding indicates that digitalization has not automatically resulted in pedagogical transformation because there is still a gap between the use of technology and student-centered learning design. The third finding shows that cultural integration is a crucial strategy for maintaining the relationship between Arabic and its socio-cultural context. Conceptually, this study confirms that transformative digital Arabic language learning requires the integration of technology, pedagogy, motivation, communication, and culture within a sustainable learning ecosystem.

Based on these conclusions, this study recommends that the development of digital Arabic language learning should not stop at providing devices or using applications, but should be directed at strengthening teachers' digital-pedagogical capacity and developing contextual teaching materials. Teachers need to design digital activities that simultaneously encourage interaction, language production, collaboration, feedback, and cultural understanding. Madrasahs need to provide institutional support in the form of ongoing training, digital infrastructure, the development of learning resources, and collaborative spaces for teachers to develop learning innovations. Further research is recommended to test the resulting model through quantitative, experimental, or mixed methods approaches at various levels and with different characteristics of educational institutions. Comparative studies between madrasahs are also needed to test the model's consistency across contexts and develop more empirical indicators for measuring deculturation and cultural sustainability.

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